DOCUMENT RESUME

ED 187 456 PS 011 472

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TITLE Evaluation of Staff Development in Early Childhood Programs, 1978-1979. Report Number 8026.
INSTITUTION Philadelphia School District, Pa. Office of Research and Evaluation.
PUB DATE Apr 80
NOTE 37p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Attitudes; *Early Childhood Education; Program Evaluation; Questionnaires; *Staff Development; *Supervisors; Teacher Aides; *Teachers; *Teaching Assistants
IDENTIFIERS *Pennsylvania (Philadelphia)

ABSTRACT

This report discusses the views of early childhood supervisory and instructional staff regarding staff development activities across seven early childhood education programs in Philadelphia. A comprehensive staff development questionnaire was completed by supervisory personnel, teachers, assistant teachers, and aides in the spring of 1979. Total responses from all programs indicated that most teachers felt that staff development activities helped them do a better job in the classroom. Most supervisors across programs indicated that they spent the greatest amount of time giving suggestions about the use of curriculum materials. Staff across all programs indicated that they were satisfied with all supervisory services and agreed that creative arts and learning disabilities were the most important subject areas for future staff development programs. (Author/MP)

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EVALUATION OF STAFF DEVELOPMENT IN EARLY CHILDHOOD PROGRAMS, 1978-1979

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ABSTRACT

This report discusses the views of early childhood supervisory and instructional staff regarding staff development activities across seven Early Childhood Education Programs in Philadelphia. A comprehensive staff development questionnaire was completed by supervisory personnel, teachers, assistant teachers, and aides in the Spring of 1979.

Based on total responses from all programs, most teachers felt that staff development provided this year did help them do a better job in the classroom. The majority of supervisors across programs indicated that they spent the greatest amount of time giving suggestions about the use of curriculum materials.

In general, staff across all programs indicated that they were satisfied with all supervisory services. The areas selected by all, most frequently across programs for future staff were the creative arts and learning disabilities.

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STAFF DEVELOPMENT IN
EARLY CHILDHOOD PROGRAMS
1978-1979

I. Introduction

A. Program Description

The Office of Early Childhood Programs has the responsibility for managing, through coordination of all activities of the program directors and their staff, all early childhood programs in the School District of Philadelphia. This report discusses the views of early childhood supervisory and instructional staff regarding staff development in the following seven early childhood programs: Child Care, Follow Through (Original), Follow Through Expansion, Get Set Day Care, Prekindergarten Head Start, Parent Cooperative Nursery and Primary Skills.

The Child Care Program serves children from 6 weeks to eleven years of age. Follow Through (Original), and the Follow Through Expansion Program serve children from Kindergarten through Third Grade. The Get Set Day Care Program is primarily a prekindergarten program, while Prekindergarten Head Start and Parent Cooperative Nurseries are exclusively prekindergarten programs. The Primary Skills Program serves children from Kindergarten through Second Grade. All of the programs employ teachers, and all but the Parent Cooperative Nursery Program have aides. Child Care and Get Set Day Care employ assistant teachers as well.[1]

1. Qualifications to be an assistant teacher vary among the programs which employ them. For example, an Assistant Teacher I in the Get Set Day Care Program is required to have been a full time classroom aide in the Get Set Program, and to have 15 college semester hours.

B. Evaluation Techniques

Two questionnaires were utilized in the collection of data. The questionnaires were originally developed to secure comprehensive status information on staff development in the 1976-77 school year. Members of the ECEU developed the forms in consultation with program directors and staff. Modification of the questionnaires occurred so that through the use of a shorter form, similar data on staff development could be collected across programs and compared from year to year.[1] One questionnaire was developed for and completed by supervisory, resource and administrative support personnel. The other was designed for and completed by program teachers, assistant teachers (where appropriate) and aides. Responses were requested from representative samples in the Child Care, Follow Through (Original), Follow Through Expansion, Get Set Day Care, and the Primary Skills Program. The entire Prekindergarten Head Start and Parent Cooperative Nursery Program was surveyed.

[1]End of the year meetings occurred with program staff in 1978-79, to define and clarify items on the questionnaire which respondents had indicated were still ambiguous.

C. Previous Year's Findings

Based on total responses from all programs, most teachers felt that staff development provided this past year, resulted in "moderate to great" changes in their classroom effectiveness.

Generally assistant teachers and aides in all programs indicated a willingness to participate in non-reimbursed staff development, more than teachers.

The areas selected most frequently across programs for future staff development were improving the basic skills, social behaviors, creative arts, individualizing instruction and learning disabilities/classroom management.

II Evaluation Data 1978-79

A. Evaluation Questions Addressed

All specific data, including cross-program information can be found in Appendix A (Tables 1-11). Detailed data can be found in specific program reports, which are listed in Appendix B.

1. What was the average number of workshops, classroom demonstrations and on-site consultations[1] which occurred in the seven programs?

At least 60% of the teachers, 50% of the assistant teachers and 60% of the aides, across all programs surveyed had workshops, classroom demonstrations and on-site consultations provided this year. The majority of each group had at least one to five of each type of staff development. The exception was classroom demonstrations, where 34% of the teachers, 50% of

[1]On-site consultations include group meetings, informal communications, individual conferences, and written communications

the assistant teachers and 42% of the aides reported receiving, no classroom demonstrations at all.

The questionnaire did not indicate two conditions which could justify the lack of classroom demonstrations. The first was that in some programs, supervisory and or resource personnel were available and responsible for providing classroom demonstrations (Original Follow Through, Follow Through Expansion and Primary Skills): and two-thirds of both teachers and aides in these programs did receive classroom demonstrations. The second condition was that in other (e.g., Child Care[1], Get Set Day Care)[2], classroom demonstrations were not mandatory and not provided frequently. This was however, consistent with program emphases.[3]

Resource/supervisory personnel in all seven programs suggested that the method of on-site consultation, which they primarily favored, was the group meeting.

Over 40% of the Follow Through and Primary Skills aides reported receiving over ten workshops and individual conferences, respectively. In addition, over 40% of the Follow Through Expansion teachers reported receiving over ten workshops. Thirty percent of the Primary Skills and the Parent Cooperative Nursery teachers reported receiving over ten informal and written communications.

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1. In other day programs, e.g., Child Care, classroom demonstrations are not frequently used supervisory techniques, which is consistent with program emphases. Therefore, classroom demonstrations are not provided on a regular basis.
2. Get Set Day Care Program personnel report that although there are no prescriptions as to the number and kinds of demonstrations required, classroom demonstrations are strongly encouraged by the Get Set Administration. Due to increased responsibilities, caused by budget cuts, instructional supervisors cannot give as much time to this need as both they and program managers prefer.
3. See Appendix B.

2. Was the instructional staff (i.e., teachers, assistant teachers and aides) satisfied with supervisory support in staff development?

At least 50% of all teachers, assistant teachers and aides, across all seven programs surveyed, indicated that they were generally satisfied with all services provided by supervisors. Presumably, these were teachers, assistant teachers and aides, who had received supervisory services.

The one exception was classroom demonstrations, which as already noted, did not occur as frequently as workshops and on-site consultations, especially in some programs. The majority of assistant teachers and aides, as a matter of fact, reported "classroom demonstrations" were not applicable. This conclusion appears consistent with the findings for question one, and data from the last two years on staff development. The conclusion to be drawn again is that compared with workshops and on-site consultations, classroom demonstrations were less frequently provided, and especially less so to some staff and/or programs.

3. Are there certain areas of staff development which the staff felt had a greater (or lesser) impact on their effectiveness in the classroom?

There was no one area of staff development which the teachers, assistant teachers and aides all agreed, either greatly helped or hindered their classroom effectiveness.

Data seem to show that areas which are seen as an impact, or as not being helpful, are those related to positions held by different staff members and program emphases. For example, 85% of the Head Start aides and 84% of the Get Set Day Care assistant teachers felt that staff development on parent

involvement had helped them in the classroom. Eighty-five percent of the Parent Cooperative Nursery teachers also felt that staff development on parent involvement had helped them in the classroom this year.

Nevertheless, in spite of the varied emphases, at least a third of all the instructional staff felt that all staff development (unless not applicable) had helped them do a better job in the classroom. Approximately 60% of the teachers of the seven programs felt that staff development on small group instruction had helped them do a better job in the classroom. Over 35% of both the assistant teachers and aides agreed that staff development on community resources did little to help them in classroom performance.

Basically, however, as they have for the last two years, the majority of the entire staff felt that all staff development either resulted in moderate to great change in their classroom effectiveness, or the area was not applicable to them.

4. Which areas were preferred by the staff, as areas of interest, for future (the 1979-80 school year) staff development?

Based on total responses from all staff, the areas of staff development which should be emphasized in the 79-80 school year are: social behavior, creative arts, and improving the basic skills. These three areas were among the five most preferred for each group.

As the findings from the previous two years also include these areas, it appears that they are perceived as essential topics to be particularly

emphasized in staff development from year to year. The data also show that these same areas were among those most highly emphasized by program supervisors this year.

5. What amount of time is spent by the supervisors in direct contact with staff (teachers, aides, parents) and staff development activities?

Based on the majority of responses from all seven programs, at least 50% of the supervisor's time was spent in direct contact with teachers. The amount of time they spent with aides and parents varied between programs. Across programs, the activity in which the greatest number of supervisors spent the greatest amount of time was giving suggestions about the use of curriculum materials.

This conclusion is consistent with data from the last two years, as regards special program emphases. Supervisors of programs which mandate and highly stress the involvement of parents (i.e., Parent Cooperative Nursery, Follow Through Programs), for example, indicate spending more time with parents, than those programs where such involvement is not given such major emphasis. Other programs (i.e., Follow Through Programs), with supervisory/resource personnel available for working with aides, or parents, show a higher percentage of time spent in direct contact with aides or parents.

6. How frequently were on-site consultations and classroom demonstrations provided by supervisors of the program?

The programs with staff development time available at schools during the school day (e.g., Child Care, Get Set Day Care, Primary Skills, Parent

Cooperative Nursery), were generally the ones which received the more frequent staff development.

It was again apparent this year, as for the two preceding years, that supervisors report spending more time providing staff development than the staff indicates receiving it. This is probably still due to the lack of consensus on what constitutes staff development. Many attempts were made to reword questionnaire items to prevent this. However, discussions which take place during group meetings, informal and written communications, and/or individual conferences, although defined as types of staff development by supervisors, may still not be perceived as such by staff.

7. Are there factors which supervisors felt facilitated or hindered staff development in their respective programs?

Most frequently listed factors which hindered staff development at the schools were the lack of commitment and cooperation from administrators and the lack of scheduled time for staff development.

Supervisory personnel reported that set schedules at the beginning of the school year and built-in time during school hours, would contribute to better planned and implemented staff development sessions. In conjunction with this statement, built-in staff development would alleviate the necessity for reimbursed staff development after school hours. The data show that although the majority of the staff across the seven programs were apparently satisfied with staff development provided to them, less than a third of either teachers, assistant teachers or aides, were willing to participate in staff development after school, without reimbursement.

8. Are there differences among the various programs in terms of staff development offerings?

Data suggest that although there were differences among the various programs, certain areas were emphasized by all programs. This year, the staff of all programs felt that staff development in social behaviors and parent involvement (both received cross-program emphasis) had helped them in the classroom to a greater extent than had staff development in other areas.

Conclusions/Recommendations

The supervisor, teachers, assistant teachers (where appropriate) and aides of seven Early Childhood Programs completed a staff development questionnaire in the 1978-79 school year.

Supervisory personnel included all administrative, resource and support personnel of the seven programs surveyed. As a group, they reported that their staff development efforts were focused primarily on informing staff of program information, decisions and procedures. They also tended to agree that topics emphasized in their 1978-79 staff development programs were small group instruction and individualizing instruction for children.

Teachers, assistant teachers and aides reported receiving, on the average from one to five workshops, on-site consultations and on-site demonstrations this year. This average number of staff development sessions provided, has been consistent for the past three years.

In general, all staff was satisfied with services offered by supervisors. Differences did exist, however, among staff and between programs in regards to the areas which provided greater satisfaction. It appears, however, that the areas of staff development which were emphasized by supervisors, usually provided greatest satisfaction to staff.

Neither teachers, assistant teachers nor aides appeared especially willinng to participate in non-reimbursed staff development after school. Less than a third of any group indicated that they would participate in any area of staff development after schools hours, without reimbursement.

The supervisors selected the creative arts, assessing child growth and development, and learning disabilities as their preferences for staff development in the 1979-80 school year. As a group, the instructional staff (includes teachers, assistant teachers and aides) chose social behaviors, creative arts and improving the basic skills as their preferences.

Comparison of this year's data with that of the two preceding, support the conclusion that a single program of staff development could not accomodate the desires of all staff. Certain areas, however, (e.g. "social behaviors" for teachers, assistant teachers and aides; "learning disabilities" for teachers and aides; "parent involvement" for assistant teachers and aides) could be developed into a unified program for certain groups.

TABLE 1

AMOUNT OF EARLY CHILDHOOD (PRESCHOOL THROUGH GRADE 4) CLASSROOM OR CENTER EXPERIENCE AMONG TEACHERS(T) AND AIDES(A)

APPENDIX A

PROGRAM	NUMBER OF YEARS											
	0-4 Months		5-8 Months		1-2 Years		3-5 Years		6-10 Years		10+ Years	
	T	A	T	A	T	A	T	A	T	A	T	A
Child Care	0	0	0	0	0	0	4	38	61	25	35	38
Follow Through	0	2	0	0	3	0	5	5	40	53	52	40
Follow Through Expansion	0	0	2	0	3	3	19	30	41	23	34	40
Get Set Day Care	0	0	0	0	0	0	0	12	42	59	58	30
PreK Head Start	9	0	6	0	0	0	29	25	41	70	15	5
Parent Coop Nursery[2]	0	-	0	-	7	-	20	-	33	-	40	-
Primary Skills	0	0	0	0	0	11	20	22	35	22	45	44
Total Programs	0	0	0	0	0	0	13	16	41	49	39	32

[1]Information given in percentages. All data pertaining to assistant teachers can be found in specific program reports, which are listed in Appendix B.

[2]Parent Cooperative Nurseries do not have aides.

TABLE 2

AMOUNT OF SPECIFIC PROGRAM EXPERIENCE AMONG
TEACHERS(T) AND AIDES(A)

PROGRAM	NUMBER OF YEARS											
	0-4 Months		5-8 Months		1-2 Years		3-5 Years		6-10 Years		10+ Years	
	T	A	T	A	T	A	T	A	T	A	T	A
Child Care	13	0	4	0	0	38	13	38	52	13	17	13
Follow Through	6	4	8	4	2	0	13	6	60	57	10	28
Follow Through Expansion	6	0	6	3	25	7	48	70	9	17	2	0
Get Set Day Care	0	0	0	3	0	3	3	8	48	59	48	26
PreK Head Start	41	0	9	0	9	0	23	30	18	70	0	0
Parent Coop Nursery[2]	20	-	7	-	13	-	27	-	20	-	13	-
Primary Skills	5	0	0	22	20	11	70	67	0	0	0	0
Total Programs	11	3	7	5	14	7	25	22	29	45	10	16

[1]Information given in percentages. All data pertaining to assistant teachers can be found in specific program reports, which are listed in Appendix B.

[2]Parent Cooperative Nurseries do not have aides.

TABLE 3

NUMBER OF WORKSHOPS AND CLASSROOM DEMONSTRATIONS
ATTENDED BY TEACHERS AND AIDES[1]

PROGRAM	NUMBER OF WORKSHOPS RECEIVED								NUMBER OF CLASSROOM DEMONSTRATIONS RECEIVED							
	TEACHERS				AIDES				TEACHERS				AIDES			
	1-5	6-10	10+	None	1-5	6-10	10+	None	1-5	6-10	10+	None	1-5	6-10	10+	None
Child Care	57	9	9	22	63	25	0	12	13	4	0	65	[illegible]	25	0	63
Follow Through	29	21	37	11	17	32	40	6	32	19	17	27	49	19	17	4
Follow Through Expansion	58	27	12	2	23	43	23	3	69	8	5	16	57	23	13	7
Get Set Day Care	42	19	16	23	43	25	10	16	42	3	0	45	31	10	5	33
PreK Head Start	56	23	9	6	65	10	10	10	23	3	0	68	30	5	0	50
Parent Coop Nursery[2]	33	47	20	0	-	-	-	-	47	0	0	33	-	-	-	-
Primary Skills	55	35	5	5	33	44	11	11	50	10	25	15	68	0	22	11
Total Programs	48	23	17	9	38	28	19	20	44	9	7	34	43	14	9	21

[1]Information given in percentages. Additional data regarding source of workshops, and all information related to assistant teachers can be found in specific program reports, which are listed in Appendix B.

[2]Parent Cooperative Nurseries do not have aides.

TABLE 4

NUMBER OF THE FOUR TYPES OF
ON-SITE CONSULTATIONS RECEIVED BY TEACHERS[1]

PROGRAM	GROUP MEETINGS				INDIVIDUAL CONFERENCES				INFORMAL COMMUNICATIONS				WRITTEN COMMUNICATIONS			
	1-15	16-30	Over 30	None	1-15	16-30	Over 30	None	1-15	16-30	Over 30	None	1-15	16-30	Over 30	None
Child Care	48	22	4	22	26	26	4	39	30	13	22	30	30	17	9	35
Follow Through	62	14	10	6	52	24	13	3	41	21	21	8	49	27	11	8
Follow Through Expansion	62	17	11	5	62	14	12	5	47	20	21	6	67	22	38	5
Get Set Day Care	52	23	3	16	58	3	6	13	52	13	6	19	39	10	13	23
PreK Head Start	53	15	9	18	47	3	0	21	44	6	3	26	29	6	6	32
Parent Coop Nursery	73	7	7	7	53	13	20	7	27	20	40	7	20	27	33	7
Primary Skills	45	20	15	15	40	30	30	0	45	20	35	0	45	10	15	25
Total Programs	60	15	8	10	53	16	11	9	45	16	18	12	46	15	10	18

[1]Information given in percentages. All data pertaining to assistant teachers can be found in specific program reports, which are listed in Appendix B.

TABLE 5

NUMBER OF THE FOUR TYPES OF
ON-SITE CONSULTATIONS RECEIVED BY AIDES[1]

PROGRAM	GROUP MEETINGS				INDIVIDUAL CONFERENCES				INFORMAL COMMUNICATIONS				WRITTEN COMMUNICATIONS			
	1-15	16-30	Over 30	None	1-15	16-30	Over 30	None	1-15	16-30	Over 30	None	1-15	16-30	Over 30	None
Child Care	62	0	25	0	37	12	12	12	25	25	25	0	12	25	0	25
Follow Through	45	25	11	6	57	17	13	2	57	11	17	6	43	9	21	6
Follow Through Expansion	53	23	17	39	53	17	13	7	43	23	17	3	63	10	13	7
Get Set Day Care	41	13	13	13	33	3	3	18	31	8	10	13	31	7	5	15
PreK Head Start	50	5	0	10	30	5	0	15	30	0	10	10	35	0	5	15
Parent Coop Nursery[2]	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Primary Skills	44	22	22	0	33	11	44	11	44	11	22	0	33	11	22	11
Total Programs	49	16	12	8	45	10	9	9	43	12	14	8	43	8	11	12

[1]Information given in percentages.

[2]Parent Cooperative Nurseries do not Have aides.

TABLE 6

DEGREE OF SATISFACTION EXPRESSED BY TEACHERS
WITH SERVICES PROVIDED BY RESOURCE/SUPPORT/SUPERVISORY PERSONNEL[1]

SERVICE	CHILD CARE		FOLLOW THROUGH		FOLLOW THROUGH EXPANSION		GET SET DAY CARE		PREKINDERGARTEN HEAD START		PARENT COOP NURSERY		PRIMARY SKILLS		TOTAL PROGRAMS	
	S*	NS**	S	NS	S	NS	S	NS	S	NS	S	NS	S	NS	S	NS
Conducts Workshops	30	48	76	10	94	2	67	19	65	25	93	0	85	0	75	12
Conducts Group Meetings	35	43	84	10	15	6	77	10	45	30	100	0	70	0	76	11
Informs you of program information, decisions and procedures	48	39	83	14	91	6	68	29	40	40	100	0	90	0	79	15
Locates available resource material	30	44	88	11	97	2	52	29	35	35	93	0	85	0	76	14
On-site Classroom Training	17	52	70	17	72	8	35	32	30	30	80	13	90	0	59	20
Gives support in Parent Involvement	48	35	81	14	91	5	74	13	50	20	87	0	90	0	78	12
Offers Support in Working with Paraprofessionals	39	39	79	13	85	8	68	26	55	10	80	0	80	0	73	15
Offers Support in Parent Involvement	48	35	70	19	87	2	64	23	70	10	100	0	85	0	70	14
Arranges Use of Professional Days	22	48	65	10	62	6	58	29	35	20	87	7	50	0	56	15
Gives Support in Working out Concerns About Individual Children	52	26	81	16	77	6	77	19	65	10	93	0	85	0	75	13
Gives Suggestions About the Effective Use of Curriculum Materials	30	52	83	14	94	2	71	26	40	30	87	7	90	0	75	18
Offers Support in Solving Classroom Management Problems	43	35	78	19	77	6	77	19	45	25	93	0	85	0	76	14

[1] Information given in percentages. All data pertaining to assistant teachers can be found in specific program reports, which are listed in Appendix B. The "No Response" and "Not Applicable" count is not listed.

* Satisfied ** Not Satisfied

TABLE 7

DEGREE OF SATISFACTION EXPRESSED BY AIDES WITH SERVICES PROVIDED BY RESOURCE/SUPPORT/SUPERVISORY PERSONNEL[1]

SERVICE	CHILD CARE		FOLLOW THROUGH		FOLLOW THROUGH EXPANSION		GET SET DAY CARE		PREKINDERGARTEN HEAD START		PARENT COOP NURSERY[2]		PRIMARY SKILLS		TOTAL PROGRAMS	
	S*	NS**	S	NS	S	NS	S	NS	S	NS	S	NS	S	NS	S	NS
Conducts Workshops	37	37	92	2	97	3	75	5	56	21	-	-	77		82	7
Conducts Group Meetings	50	25	89	6	100	0	72	7	53	23	-	-	77	0	79	8
Informs you of program information, decisions and procedures	75	12	96	2	93	0	62	21	59	26	-	-	100	0	79	12
Locates available resource material	62	12	92	4	13	0	57	8	50	32	-	-	77	0	74	8
On-site Classroom Training	25	50	81	4	83	3	66	8	29	38	-	-	89	0	71	9
Gives Support to Individual Concerns	37	37	98	2	97	0	82	5	59	21	--	-	89	0	85	6
Offers Support in Working with Paraprofessionals	0	37	87	2	97	0	75	5	56	29	-	-	89	0	77	5
Offers Support in Parent Involvement	75	12	85	2	90	0	77	7	56	26	-	-	89	0	77	4
Arranges Use of Professional Days	50	12	74	6	77	3	67	8	50	29	-	-	44	0	64	7
Gives Support in Working out Concerns About Individual Children	62	25	92	2	97	0	87	3	68	21	-	-	77	0	87	4
Gives Suggestions About the Effective use of Curriculum Materials	37	50	91	4	93	0	82	5	41	44	-	-	89	0	81	8
Offers Support in Solving Classroom Management Problems	37	37	83	4	93	0	77	3	65	21	-	-	77	0	76	7

[1]Information given in percentages. The "No Response" and "Not Applicable" count is not listed.

[2]Parent Cooperative Nurseries do not have aides.

* Satisfied ** Not Satisfied

TABLE 8

EXTENT TO WHICH STAFF DEVELOPMENT HELPED TEACHERS DO A BETTER JOB IN THE CLASSROOM THIS YEAR[1]

AREAS	CHILD CARE			FOLLOW THROUGH			FOLLOW THROUGH EXPANSION			GET SET DAY CARE			PREKINDERGARTEN HEAD START			PARENT COOP NURSERY			PRIMARY SKILLS			TOTAL PROGRAMS	
	L*	M**	G***	L	M	G	L	M	G	L	M	G	L	M	G	L	M	G	L	M	G	L	M
Social Behaviors	26	23	14	24	38	17	30	45	9	19	52	6	15	50	15	47	47	0	10	55	10	26	45
Parent Involvement	39	22	13	24	40	13	23	36	28	23	42	16	5	55	30	13	47	40	20	55	10	22	37
Using The Creative Arts to Enrich the Curriculum	39	22	4	25	32	24	25	31	22	13	48	19	25	30	10	13	40	40	25	45	20	26	32
Child Growth and Development Issues	30	26	17	17	44	14	31	38	11	16	42	19	33	23	3	13	67	20	20	30	30	22	39
Community Resources	43	13	4	24	33	16	27	39	9	32	39	6	15	30	20	33	53	7	30	25	20	25	30
Curriculum Development	35	26	4	25	37	27	30	37	22	16	32	32	25	40	10	27	53	20	20	30	35	27	35
Classroom Management	39	9	13	27	37	25	23	42	19	16	42	16	40	30	0	27	46	20	15	40	30	27	35
Making Effective use of Your Physical Space	30	26	4	16	40	24	28	27	20	19	29	19	30	30	10	46	33	13	20	45	20	25	32
Model/Option Related Training	26	4	9	22	33	25	20	36	17	35	19	3	45	10	5	13	7	0	5	40	15	24	25
Helping Children Take Tests	37	0	13	25	32	21	25	36	11	23	23	16	35	30	5	20	20	7	15	28	35	26	27
Improving the Basic Skills or Basic Skill Readiness	43	13	13	27	35	22	17	39	25	29	32	16	30	20	10	13	47	20	5	50	35	25	34
Learning About Commercial Materials	39	4	13	27	32	21	23	41	17	29	23	6	25	30	5	60	20	13	20	45	5	32	27
Individualizing Instruction	39	4	13	27	40	24	22	41	19	32	29	10	30	30	10	20	60	7	5	50	35	27	35
Learning Disabilities	43	0	9	30	40	10	30	30	8	32	19	6	25	20	25	40	27	13	40	20	10	31	27
Suspected Child Abuse and Neglect	30	4	22	30	21	5	22	19	6	23	35	26	15	25	25	46	7	0	40	10	0	27	18
Using Teacher Center Facilities	39	9	13	22	33	17	28	41	17	26	39	6	35	30	5	20	47	33	35	25	25	29	30
Small Group Instruction	48	0	4	22	37	30	22	41	22	19	39	23	25	40	5	13	53	27	0	25	65	23	34
Using Paraprofessionals	39	9	4	30	30	32	25	25	31	19	23	29	35	25	10	7	33	0	5	40	40	26	25

[1] Information given in percentages. All data pertaining to assistant teachers can be found in specific program reports which are listed in Appendix B. The "No Response" and "Not Applicable" count is not listed.

* Little(L) ** Moderate (M) *** Great (G)

TABLE 9

EXTENT TO WHICH STAFF DEVELOPMENT HELPED AIDES
DO A BETTER JOB IN THE CLASSROOM THIS YEAR[1]

AREAS	CHILD CARE			FOLLOW THROUGH			FOLLOW THROUGH EXPANSION			GET SET DAY CARE			PREKINDERGARTEN HEAD START			PARENT COOP NURSERY[2]			PRIMARY SKILLS			TOTAL PROGRAMS		
	* L	** M	*** G	L	M	G	L	M	G	L	M	G	L	M	G	L	M	G	L	M	G	L	M	G
Social Behaviors	50	37	12	9	57	23	20	50	27	10	51	16	23	38	11	-	-	-	22	56	0	15	49	20
Parent Involvement	37	37	25	6	45	26	17	43	30	20	33	31	15	41	26	-	-	-	22	56	0	15	39	25
Using the Creative Arts to Enrich the Curriculum	50	37	12	17	47	21	10	33	40	8	39	31	35	26	3	-	-	-	22	56	0	15	39	25
Child Growth and Development Issues	37	37	12	9	49	23	30	47	27	11	46	21	15	35	21	-	-	-	22	56	0	15	43	21
Community Resources	62	25	0	21	43	17	23	30	23	20	38	13	38	15	6	-	-	-	56	22	0	25	33	14
Curriculum Development	62	12	12	13	55	23	17	47	23	18	43	16	36	29	3	-	-	-	0	56	22	19	43	19
Classroom Management	50	37	0	11	43	26	17	40	30	7	47	23	38	29	9	-	-	-	0	56	22	15	41	21
Making Effective Use of Your Physical Space	62	12	12	11	34	32	13	43	37	8	31	31	26	32	9	-	-	-	44	33	0	16	33	27
Model/Option Related Training	50	12	0	11	45	17	13	37	37	25	33	8	32	15	0	-	-	-	11	22	33	20	31	16
Helping Children Take Tests	25	37	0	15	30	40	17	40	30	15	31	20	23	26	3	-	-	-	22	33	22	19	31	25
Improving the Basic Skills or Basic Skill Readiness	37	37	0	11	40	40	7	47	40	13	38	25	29	18	3	-	-	-	11	44	22	14	36	30
Learning About Commercial Materials	62	12	0	15	40	26	23	33	37	18	30	21	41	12	3	-	-	-	11	67	11	20	34	23
Individualizing Instruction	62	12	0	11	40	38	17	40	40	13	34	25	35	21	6	-	-	-	11	44	22	16	36	28
Learning Disabilities	62	25	0	19	38	25	30	33	23	26	25	15	21	32	9	-	-	-	22	22	11	24	29	20
Suspected Child Abuse and Neglect	62	25	12	26	30	6	30	33	23	21	18	33	32	21	3	-	-	-	22	11	0	24	24	19
Using Teacher Center Facilities	37	37	0	19	38	21	30	27	17	13	28	28	38	18	3	-	-	-	44	22	11	21	30	24
Small Group Instruction	62	25	0	9	34	47	13	27	23	10	29	36	23	32	3	-	-	-	22	22	33	14	30	39
Using Paraprofessionals	50	12	12	4	17	47	10	23	57	11	31	23	41	15	6	-	-	-	0	44	11	13	23	33

[1] Information given in percentages. The "No Response" and "Not Applicable" count is not listed.

[2] Parent Cooperative Nurseries do not have aides.

* Little(L) ** Moderate (M) *** Great(G)

TABLE 10

AREAS SELECTED BY TEACHER(T) AND AIDES(A) FOR "PREFERRED" FUTURE STAFF DEVELOPMENT[1]

AREAS	CHILD CARE		FOLLOW THROUGH		FOLLOW THROUGH EXPANSION		GET SET DAY CARE		PREKINDERGARTEN HEAD START		PARENT COOP NURSERY[2]		PRIMARY SKILLS		TOTAL PROGRAMS	
	T	A	T	A	T	A	T	A	T	A	T	A	T	A	T	A
Social Behaviors	39	75	48	40	28	43	39	57	35	40	47	-	30	44	39	49
Parent Involvement	52	12	27	29	41	33	16	39	32	50	60	-	30	22	33	35
Using The Creative Arts to Enrich the Curriculum	60	25	43	45	31	27	58	39	56	55	53	-	55	67	46	40
Growth and Development Issues	30	50	13	9	12	17	32	30	23	25	13	-	35	11	21	21
Community Resources	13	0	13	11	19	27	29	25	29	25	20	-	10	22	19	21
Classroom Management	13	38	27	36	27	47	16	48	32	35	53	-	-	0	26	39
Making Effective use of Your Physical Space	22	0	30	9	33	17	19	23	21	15	27	-	20	11	28	16
Model/Option Related Training	9	0	10	21	22	17	10	5	41	0	47	-	15	11	18	11
Helping Children Take Tests	13	38	5	29	33	30	26	16	15	15	0	-	25	44	23	27
Improving the Basic Skills or Basic Skills Readiness	48	50	48	49	44	47	61	31	41	40	0	-	30	33	48	43
Learning About Commercial Materials	22	12	13	6	27	21	26	18	12	10	20	-	55	22	18	15
Individualizing Instruction	39	12	41	38	36	30	39	20	38	25	0	-	15	22	37	28
Learning Disabilities	39	50	49	43	39	30	58	38	41	55	13	-	35	44	46	42
Suspected Child Abuse and Neglect	26	50	13	23	14	20	13	30	9	20	33	-	55	22	13	23
Integration	9	38	13	9	12	3	3	16	6	10	13	-	15	11	8	13
Small Group Instruction	49	38	22	34	20	40	32	33	23	15	27	-	15	56	25	34
Using Paraprofessionals	4	25	22	29	30	37	10	3	12	5	13	-	10	33	17	22
Using Teacher Center Facilities	56	0	22	19	30	13	29	11	18	10	13	-	15	0	23	13

[1]Information given in percentages. All data pertaining to assistant teachers can be found in specific program reports, which are listed in Appendix B.

[2]Parent Cooperative Nurseries do not have aides.

TABLE 11

PERCENTAGE OF TEACHERS(T) AND AIDES(A)
WILLING TO PARTICIPATE IN STAFF DEVELOPMENT
AFTER SCHOOL HOURS, WITHOUT REIMBURSEMENT[1]

AREAS	CHILD CARE		FOLLOW THROUGH		FOLLOW THROUGH EXPANSION		GET SET DAY CARE		PREKINDERGARTEN HEAD START		PARENT COOP NURSERY[2]		PRIMARY SKILLS		TOTAL PROGRAM	
	T	A	T	A	T	A	T	A	T	A	T	A	T	A	T	A
Social Behaviors	26	25	25	17	11	30	19	26	20	21	40	-	15	0	19	
Parent Involvement	18	12	17	13	14	27	23	33	30	18	60	-	10	0	21	
Using The Creative Arts to Enrich the Curriculum	39	38	25	26	23	37	42	33	85	26	20	-	30	11	29	
Child Growth and Development Issues	30	38	13	11	6	20	23	23	5	18	20	-	0	0	14	
Community Resources	18	12	13	2	9	17	23	8	15	21	7	-	5	0	13	
Classroom Management	18	25	21	21	20	33	16	7	5	21	27	-	10	0	19	
Model/Option Related Training	0	0	6	9	3	13	13	3	0	29	0	-	10	11	8	
Helping Children Take Tests	4	0	11	26	14	27	26	16	10	6	0	-	0	11	12	
Improving the Basic Skills or Basic Skill Readiness	36	25	25	26	14	17	35	25	20	23	20	-	25	0	22	
Learning About Commercial Materials	38	0	6	6	11	3	19	5	15	9	0	-	10	11	11	
Individualizing Instruction	26	12	19	19	20	30	23	7	20	29	13	-	5	11	20	
Learning Disabilities	26	75	19	36	23	27	42	23	25	23	33	-	25	0	26	
Selected Child Abuse and Neglect	26	50	19	15	14	20	16	23	25	15	13	-	15	0	15	
Using Teacher Center Facilities	22	0	14	11	19	13	19	10	15	21	27	-	10	11	17	
Small Group Instruction	13	12	16	19	11	27	7	10	10	18	13	-	0	0	14	
Using Paraprofessionals	9	0	16	26	9	20	6	3	10	6	13	-	10	0	11	

[1]Information given in percentages. All data pertaining to assistant teachers can be found in specific program reports, which are listed in Appendix B.

[2]Parent Cooperative Nurseries do not have aides.

Appendix B

EARLY CHILDHOOD PROGRAMS
1978-1979 REPORTS

PROGRAM	OFFICE OF RESEARCH AND EVALUATION REPORT NUMBERS
CHILD CARE	8034
FOLLOW THROUGH (ORIGINAL)	8023
FOLLOW THROUGH EXPANSION	8043
GET SET DAY CARE	8050
PARENT COOPERATIVE NURSERIES	8041
PREKINDERGARTEN HEAD START	8036
PRIMARY SKILLS	8027

Appendix B

EARLY CHILDHOOD PROGRAMS
1978-1979 REPORTS

PROGRAM	OFFICE OF RESEARCH AND EVALUATION REPORT NUMBER
CHILD CARE	8034
FOLLOW THROUGH (ORIGINAL)	8023
FOLLOW THROUGH EXPANSION	8043
GET SET DAY CARE	8050
PARENT COOPERATIVE NURSERIES	8041
PREKINDERGARTEN HEAD START	8036
PRIMARY SKILLS	8027